

GREAT THE BODY SHOP

Come in and learn about your body!

THE GREAT BODY SHOP PACING GUIDE

40 Weeks of Instruction (minimum of 1 instructional block/lesson each week)

GRADE 4

TG401: Community Safety

LESSON 1: WHO KEEPS US SAFE AND HOW THEY DO IT

- K** Define *community* and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws.
- V** Demonstrate respect for the people, rules, and laws that protect you and those you love by selecting and implementing a method of expressing appreciation.
- LS** Practice following community regulations and respecting people who keep us safe.
- TS** Compare and contrast local government departments to determine roles in keeping the community safe.

LESSON 2: HOW THE COMMUNITY HANDLES CONFLICT

- K** Explain peaceful methods used to resolve conflicts within a community.
- V** Demonstrate respect for peaceful conflict resolution by resolving a conflict in a constructive manner.
- LS** Practice peaceful skills used for conflict resolution.
- TS** Analyze scenarios for the use of peaceful conflict resolution methods.

LESSON 3: WHEN VIOLENCE BREAKS OUT

- K** Identify examples of different forms of violence and their causes.
- V** Explain how you would convince others to solve conflicts peacefully.
- LS** Practice appropriate group tactics which avoid violence.
- TS** Use the Decision Making Steps to select group tactics which would avoid violence.

LESSON 4: MY PART IN KEEPING THE COMMUNITY SAFE

- K** List ways you can help prevent violence and increase safety in your community.
- V** Set specific personal goals to contribute to community safety.
- LS** Practice common methods of peaceful conflict resolution in a variety of test scenarios.
- TS** Predict what the impact on your community would be in one month, one year, five years, if everyone in the class/school/neighborhood/town used all of their talents and resources to keep the community safe and healthy.

TG402: Let's Talk Teeth

LESSON 1: HOW TEETH ARE BUILT

- K** Explain the structure of the human mouth including the tongue and the teeth.
- V** Place importance on smiling.
- LS** Practice smiling expressively.
- TS** Compare and contrast the different types of human teeth.

LESSON 2: THOSE USEFUL TEETH

- K** Explain the different functions of the teeth.
- V** Build respect for the unique functions of the human teeth.
- LS** Make a habit of protecting your teeth from injury.
- TS** Determine the effects of broken, missing, and misplaced teeth on eating, talking, and smiling.

GREAT THE BODY SHOP

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LESSON 3: CARING FOR YOUR TEETH

- K** Discover routines necessary for proper dental care.
- V** Assume responsibility for the day-to-day care of your teeth including avoiding substances that are harmful to you, your health, and your teeth.
- LS** Set and begin to implement strict goals for care of the teeth.
- TS** Compare, contrast, and evaluate consumer dental care products on the market.

LESSON 4: TEETH PROBLEMS AND SOLUTIONS

- K** Identify a variety of dental problems and solutions.
- V** Develop respect for the ability of the dental profession to remedy a variety of dental problems.
- LS** Discuss with your family a regular dental checkup schedule and how to get help if you need it in a dental emergency.
- TS** Classify dental problems by probable cause, need for treatment, type of treatment, and type of dental specialty.

TG403: The Digestive System

LESSON 1: THE DIGESTIVE PROCESS, WHAT HELPS AND WHAT HURTS

- K** Explain the digestive system and identify factors that can help or harm the digestive process.
- V** Develop respect for the role good nutrition plays in disease prevention by ranking health choices.
- LS** Practice choosing foods that promote dental health, strong bones, and healthy muscles.
- TS** Compare and contrast factors that help or hinder the digestive system.

LESSON 2: THE BALANCING ACT—CALORIES AND NUTRIENTS

- K** Describe the relationship between calories, energy, and nutrients.
- V** Demonstrate responsibility for improving eating and exercise habits.
- LS** Evaluate your personal plan for nutrition and activity balance.
- TS** Use the Decision Making Steps to select appropriate meal and activity plans for various individuals.

LESSON 3: IT'S YOUR CHOICE . . . OR IS IT?

- K** Identify influences affecting eating patterns.
- V** Select nutritious foods reflecting aesthetic and sensory preferences.
- LS** Resist unhealthful influences.
- TS** Compare and contrast healthful and unhealthful dietary influences.

LESSON 4: BECOMING A CAREFUL CONSUMER

- K** Explain factors affecting consumer buying habits.
- V** Describe how choosing foods at the grocery store can reflect respect for the family.
- LS** Read and interpret information on three different types of product labels.
- TS** Predict the consequences of careful and careless buying habits.

THE GREAT BODY SHOP

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TG404: No Smoking

LESSON 1: HOW SMOKING HARMS THE BODY

- K** List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body.
- V** Describe the value of smoke-free lungs.
- LS** Practice becoming informed about substances that will harm your body.
- TS** Compare the lungs of a smoker to the lungs of a nonsmoker.

LESSON 2: WHY DO PEOPLE SMOKE?

- K** Explain the physical and psychological effects of addiction to tobacco.
- V** Develop respect for how hard it is to break a bad habit.
- LS** Practice breaking a habit.
- TS** Analyze reasons why people start to smoke and find it hard to quit.

LESSON 3: ADVERTISING AND OTHER INFLUENCES ON YOUR BEHAVIOR

- K** List people and other things in your life that influence your behavior.
- V** Give positive support to someone you know who is either trying to quit smoking or who is resisting pressure to start.
- LS** Analyze tobacco advertisements for marketing techniques.
- TS** Classify the pressures that influence your behavior as positive or negative and be able to support your conclusions.

LESSON 4: SMOKING AND YOUR COMMUNITY

- K** Describe the effects of smoking, including secondhand smoke, on a community.
- V** Create a system to remind yourself how important your great body is to you and why you should avoid things that would harm it.
- LS** Respond in a healthful way to situations involving secondhand smoke.
- TS** Apply decision making skills to determine the most healthful action when confronted with secondhand smoke.

TG405: It's My Body

LESSON 1: TAKING CARE OF YOUR BODY

- K** Identify things that can hurt your body.
- V** Show how important you feel it is to use common sense in potentially harmful situations.
- LS** Practice taking responsibility for oneself in potentially dangerous situations, including calling for help if unable to handle a situation alone.
- TS** Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion.

LESSON 2: CRITICAL THINKING TO THE RESCUE

- K** List three reasons why critical thinking is important in helping us keep our bodies safe.
- V** Show that you feel it is important to have the ability to make a good decision in a given situation.
- LS** Practice refusal skills which are the result of responsible decision making.
- TS** Use the decision making skill steps to make a choice that will keep your body as safe as possible.

THE GREAT BODY SHOP

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LESSON 3: IN TUNE WITH YOUR EMOTIONS

- K** Identify different feelings and examples of what can trigger those feelings.
- V** Show how much you value talking to someone you trust.
- LS** Set a short-term goal to express feelings of pride, happiness, and friendliness, as well as doing something to help you feel good about something you presently feel bad about.
- TS** Analyze how our communication and actions reflect our emotions and our relationships.

LESSON 4: PREVENTING ABUSE

- K** Define different kinds of abuse, including sexual harassment.
- V** Explain the value of privacy.
- LS** Practice standing up for your right to privacy, including practicing refusal skills.
- TS** Demonstrate how to be supportive, empathetic, compassionate, and respectful toward others who have experienced abuse.

TG406: Be Cool, Keep Clean

LESSON 1: HORMONES AND BODY CHANGES

- K** Describe how hormones affect body function, and state emotional changes during puberty.
- V** Show how important it is to care for your body as you grow and develop.
- LS** Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts.
- TS** Analyze what it means to grow up.

LESSON 2: WHAT IS GOOD HYGIENE?

- K** Define *good hygiene*.
- V** Assume responsibility for self-grooming and hygiene, and rate how valuable you feel keeping clean is to your health.
- LS** Set goals for keeping clean.
- TS** Predict the consequences of sharing personal items.

LESSON 3: ILLNESS PREVENTION AND GOOD HYGIENE

- K** Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.
- V** Show that you like yourself enough to set up hygiene routines for illness prevention.
- LS** Practice age-appropriate illness prevention skills.
- TS** Predict the consequences of ignoring the harmful effects of germs.

LESSON 4: LOOKING GOOD, FEELING GREAT

- K** Name things that contribute to a healthy appearance (hair, skin, nails, teeth, posture, and dress).
- V** Develop a positive body image.
- LS** Distinguish between cosmetics and hygiene products.
- TS** Use decision making to choose behaviors that will make you look good and feel great.

GREAT THE BODY SHOP

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TG407: Stay Drug-Free! Build Your Assets!

LESSON 1: DRUG-FREE AND ASSET STRONG!

- K** Identify assets and sources of pressure which lead to drug experimentation.
- V** Make a model or write a story or play showing how strong, positive values can overcome negative pressures.
- LS** Practice saying “No!” in threatening situations.
- TS** Evaluate the effectiveness of various methods of refusing negative pressures.

LESSON 2: DRUGS: WHAT THEY ARE AND WHAT THEY DO

- K** Identify various drugs, classify them into categories, and explain the effects of each drug.
- V** Demonstrate that you respect the value of being drug free.
- LS** List healthful activities that can provide real benefits for people who might be tempted to use drugs.
- TS** Predict the consequences of using drugs to solve problems.

LESSON 3: MAKING SMART DECISIONS

- K** Identify personal, long-term goals and formulate steps to reach them.
- V** Explain the value of decision making skills in choosing to be drug free.
- LS** Practice recognizing and making decisions that will help you reach your long-term goals.
- TS** Compare and contrast the effects of various decisions on long-term goals.

LESSON 4: HOW AND WHERE TO FIND HELP

- K** Identify resources that you can trust in the community that can help with drug problems in the family.
- V** Explain the advantages of using all of the resources available to you instead of trying to “go it alone.”
- LS** Practice asking for help using what you have learned about being assertive.
- TS** Predict the consequences of not getting help with a drug problem.

TG408: Puzzled About Germs

LESSON 1: PUZZLED ABOUT GERMS

- K** Define the immune system and discover its ability to fight germs.
- V** Show how you respect your great body by setting up standards of care to live by.
- LS** Role-play how a healthy immune system fights germs.
- TS** Set goals to build and maintain a healthy defense system.

LESSON 2: UNIVERSAL PRECAUTIONS

- K** List ways in which HIV is and is not transmitted.
- V** Demonstrate to others your concern about the dangers of taking unhealthy risks.
- LS** Make a plan to practice good personal hygiene skills to avoid HIV and other communicable diseases.
- TS** Identify and practice habits to keep yourself and others healthy

THE GREAT BODY SHOP

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LESSON 3: KNOW YOURSELF AND YOUR FRIENDS

- K** Identify positive qualities in yourself and those qualities that you would like to see in your friends.
- V** Make a pledge to be a responsible person, including listing behaviors that reflect that sense of responsibility.
- LS** Practice resisting negative peer pressure, including pressures which put you at risk.
- TS** Evaluate the necessity to say “No!” to drugs and other risky behaviors, even if offered to you by the person you feel is your best friend.

LESSON 4: ILLNESS AND THE COMMUNITY

- K** Discover how illness and disease have affected your community.
- V** Show how important you feel it is to treat those who are ill with kindness and dignity.
- LS** Design a fundraiser to help those in the community afflicted with a terminal illness.
- TS** Predict the consequences to a community that turns its back on those afflicted with a disease.

TG409: Your Incredible Hearing Machine

LESSON 1: SOUND AND THE EAR

- K** Explain the basic principle of sound and describe the functions of the major parts of the ear.
- V** Discover the amazing interdependence of the hearing parts of your body with your brain.
- LS** Practice increasing the sensitivity of your hearing in situations where you would normally rely more heavily on the sense of sight.
- TS** Create your own “hearing machine” and compare and contrast it with the one you were born with.

LESSON 2: TAKING CARE OF YOUR EARS

- K** Describe at least three ways you can help prevent injury or medical damage to your ears.
- V** Show why responsible behavior is the key to injury prevention.
- LS** Make a plan with your family to set up rules to help protect everyone in your family from injuries to their ears and ear infections.
- TS** Predict the consequences of not getting medical treatment for ear infections.

LESSON 3: HEARING IMPAIRMENTS

- K** Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it.
- V** Think of some specific ways that you can show kindness to and have patience with someone who is hearing impaired.
- LS** Practice doing without your sense of hearing and discover how it affects you.
- TS** Compare and contrast two forms of communication.

LESSON 4: SOUND AND THE ENVIRONMENT

- K** Discover the role sound plays in our environment and safeguards from noise pollution.
- V** Interview people to determine the value of sound in their environment.
- LS** Plan ways to improve the sound environment of your school.
- TS** Analyze the present sound environment and predict the consequences of making changes in that environment.

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TG410: Exercise

LESSON 1: TYPES OF EXERCISE

- K** Define *physical fitness*.
- V** Rate on a scale of 1–10 how important you feel exercise is and explain why you feel that way.
- LS** Practice different forms of exercise.
- TS** Use the Decision Making Steps to determine an exercise plan tailored to your needs.

LESSON 2: EXERCISE FOR THE WHOLE BODY

- K** Identify benefits of exercise for each part of the body.
- V** Demonstrate the importance of exercise for the heart, lungs, and bones.
- LS** Set goals to exercise different parts of your body.
- TS** Compare and contrast a physically fit person to one who is not.

LESSON 3: THE BENEFITS OF EXERCISE

- K** Explain the role exercise plays in keeping your muscles healthy.
- V** Demonstrate the connection between exercise and self-worth.
- LS** Practice evaluating and monitoring your own fitness level.
- TS** Analyze how sleep and exercise help you deal with stress.

LESSON 4: ROUTINES FOR SAFE EXERCISE

- K** Discover the importance of warming up, stretching, and cooling down when exercising.
- V** Explain why a proper exercise program is valuable to your body.
- LS** Practice exercising properly.
- TS** Predict the consequences of not warming up before exercising.